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ABSTRACT

This bulletin on undergraduate public policy programs includes an article on public policy studies as liberal education by Joel L. Fleishman, and descriptions of the following college programs: public policy analysis at the University of North Carolina, public service studies program at Oberlin College, urban and metropolitan studies major at Michigan State University, policy studies at Dartmouth College, policy studies major at Syracuse University, program in political economy at Williams College, and public policy program at Massachusetts Institute of Technology. An annotated listing of additional programs and resources is also provided. The article describes public policy studies as an integration of knowledge from several disciplines for application to current policy problems. Policy studies programs have been established in many ways at different institutions. Some are in political science or public administration departments, as sequences in professional schools, or as separate departments or institutes. Many public policy programs are graduate sequences, often at the master's level. Policy studies can also be an appropriate undergraduate major in a liberal arts setting. The undergraduate major at Duke University is described in the article. (SW)

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The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes the various ways in which institutions of higher education address important common concerns.

Undergraduate Public Policy Programs

Public Policy Studies as Liberal Education

by Joel L. Fleishman
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In the generally admirable rush of many colleges to return to the basics, it would be useful to keep in mind that not everything with roots in the Sixties is necessarily inconsistent with the worthiest aims of undergraduate education. Faculties in many institutions managed to take advantage of student dissatisfaction with the frequent narrowness and arbitrariness of prevailing curricular models by constructing multi-disciplinary alternatives at least as rigorous as those they were designed to replace or complement. One such program is public policy studies, an integration of knowledge from several disciplines for application to current policy problems. Policy studies programs have been established in many ways at different institutions—in political science or public administration departments, as sequences in professional schools, or as separate departments or institutes. Many public policy programs are graduate sequences, often at the master's level.

Policy studies can also be an appropriate undergraduate major in a liberal arts setting. At Duke University, the undergraduate major has grown from 7 to 81 seniors in five years. But the test of the student marketplace is not the only measure of its success; it has gradually won the respect of formerly skeptical faculty members in other departments, departments with which public policy competes for students. Our experiences may be useful for others interested in establishing such programs.

Duke's Public Policy faculty believes that its success stems from its genuinely liberal arts nature. Knowledge usually available only in separate departments of economics, political science, history, philosophy, mathematics, statistics, psychology, engineering, and English is integrated in a single curriculum of courses designed to relate to one another in an intelligible fashion. While it requires the attainment of competence in quantitative analysis and positive economics, it underscores the crucial role of values as ultimate determinants of choice. Rational analysis—the weighing of policy benefits against costs—is the basic framework of the major, but it attempts to train students to take account of factors which cannot be measured by numbers, such as the truths which literature and photography convey. Although the principal focus of the major is on present-day public problems and their possible solutions, it permits students to explore them in the context of their historical development, which invariably constrain the range of practical alternatives available to us. While the bulk of public policy offerings is in the classroom, students are also required to gain experience with "real-world"

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attempts to grapple with problems through a selection of year-long substantive policy courses—such as health policy, the administration of justice, and communication policy—which sandwich a summer internship component between two semesters of classroom work. In an age of fragmentation of understanding fed by the increasing specialization of knowledge, this kind of undergraduate major, taught by disciplinarily-trained faculty members who believe in its coherence, forces students to integrate differing ways of looking at the

same issues. Instead of leaving it to the students themselves to make the connections between disparate bodies of knowledge across departmental boundaries—a feat which rarely works anywhere—the public policy curriculum establishes those connections itself.

Good decisions do not grow out of good intentions alone. By taking advantage of intrinsic student interest in social problems, the major motivates them to acquire the difficult theory and analytic skills required for their understanding. If students can be made to see that a problem they wish to solve requires the mastery of certain difficult skills, they are much likelier to essay that mastery than if the incentive is lacking.

The aim of the major is to equip students with enough competence in analytical skills, economic and political theory, and substantive knowledge of specific problems to qualify them for either graduate and professional study, or for staff positions in public problem-solving organizations, governmental or private. Those who wish to engage themselves constructively in social problem-solving, but who desire to defer their graduate or professional study, can acquire sufficient competence while undergraduates to obtain and perform well in satisfying jobs. Students who choose to proceed directly to graduate or professional study in social science disciplines or business, law and some other professional schools, have a solid foundation on which to do advanced work. In each of the past two years, one-quarter of our graduates have gone directly to graduate or professional work—mainly law and business schools—while the remainder have gone into government or non-profit organizations. If the experience of our first two classes is repeated, the latter will return to professional or graduate school after about two years of work.

Let me elaborate a little on the characteristics of the major.

Its method is analytical. Research and teaching efforts within the major stress both quantitative and non-quantitative analysis of the problems under study. Through specially designed courses on "Decision Analysis," "Quantitative Methods," and "Economic Analysis for Public Policymaking," careful explorations are made of policy alternatives to determine comparative costs and benefits of the alternative policies. Where quantification is not possible or appropriate, non-quantitative analysis is utilized. Before admission to the major, all students are required to have a basic foundation in economics, politics, statistics, and mathematics.

It focuses on policy outcomes. The curriculum does not limit itself to the analysis of problems, to the formulation and evaluation of policy options. Through courses on "Political Analysis for Public Policymaking," "Implementation," and "Public Management," it includes intensive work on the constraints imposed on policy by the inevitable requirement that, to be effective, policy must be implemented. Instruction, therefore, deals with the bureaucratic and political environments in which policy is to be implemented.

Its emphasis is on public problems, and on the skills and theory required to solve them. The grist for courses and research is real problems, often analyzed for real clients.

Its sources are multi-disciplinary. Recognizing that public policy problems are multi-dimensional and,

therefore, have ramifications which cannot be comprehended by the perspectives of any single discipline, courses on substantive policy problems are taught by faculty members and practitioners from several disciplines.

It seeks out the value conflicts that inhere in policy choices. Because all policy choices involve value choices at their roots and at every trade-off point, special attention is given to discovering and highlighting the values maximized by particular policy strategies. We are concerned not only with *how much* the costs and benefits of the respective alternatives are, but also with *who pays* the costs and *who enjoys* the benefits.

It makes extensive use of experience in action to enrich education and research. It brings practitioners into the classroom as teachers on a regular basis, it takes students into the field on a regular basis through internship courses, and it makes systematic use of exer-

cises structured around real problems requiring solution. One of the hallmarks of a public problem is the urgency with which it demands solution. Few understand the pressure of those demands more than practitioners on the firing line trying to construct ingenious solutions, under real constraints of time, scarce resources, and political pressure. While such a short-range outlook is by no means sufficient to enable students or faculty researchers to comprehend complex and unalterably long-range problems, it is without question a perspective which is essential if explorations in public policy are not to become abstracted from reality. Practitioners need real answers, *now*, and to be valuable such answers must be realistic and useful. This prescriptive, reality-based cast of mind makes the participation of practitioners especially valuable in university-based public policy study.

Students can grasp public policy problems with much greater comprehension if classroom analysis is augmented by carefully selected field experience. Independent internships unrelated to particular course work, while valuable, are not nearly as rewarding as internships which are designed into courses and which have reading, discussion, and analysis focused on them. The internship courses all involve field work selected to provide experiences which illuminate the questions considered in class, and which, when coordinated in a seminar accompanying it, enable students in a course to see many individual problems from varying perspectives.

In addition, we believe that the historical perspective is an essential approach to the study of public policy. Current policy problems are the product of long-term social, economic, and political processes. The construction of effective solutions to those problems, therefore, requires a knowledge of their historical development and of the public policy instruments which have been used to manage them in the past. Accordingly, the major offers several elective courses on the history of public policymaking, taught by historians on the Institute faculty, and stresses historical perspectives in many of its substantive policy courses. Similarly, we offer an elective course called "Humanistic Perspectives on Public Policy," which draws most of its readings from English and American literature, as well as history.

We believe that the value and limitations of analytical tools and theory cannot be fully understood unless students actually try to apply them to substantive policy issues, taking full account of "real world" constraints and pressures. As part of our undergraduate major, therefore, we offer a series of courses which integrate the analytical techniques and theoretical perspectives of several disciplines around the study of a single problem, and which seek to provide students with first-hand experience in the uses of policy analysis.

Setting up such a multidisciplinary program was by no means easy. Cooperation of other departments has been required, and generously given, for the most part. Perhaps the single most important factor in the creation of the Institute and its Department of Public Policy Studies, however, has been the strong commitment of Duke's president, Terry Sanford, the chancellor, and the provost. A multidisciplinary program can rarely succeed on any campus without the enthusiastic and sustained backing of top institutional officers. To the foundations, such as the Alfred P. Sloan Foundation which provided the earliest support for the undergraduate major, the promises of the university to continue and enlarge what external sources of funds initiated was essential. Those promises were not only made in 1972, but have been more than fulfilled in 1979.

We believe that public policy studies is one way in which colleges can speak to a broad range of student concerns, while at the same time insisting that students obtain an education truly liberal in nature, an education that teaches students how to think and write clearly, to read more broadly and with care, to become unafraid of complexity, to sense their place in history as well as in the contemporary world, to tolerate diversity without losing their own integrity, and to acquire some sense at least of competence, and perhaps even of excellence, in some small realm of knowledge or endeavor.

University of North Carolina
Public Policy Analysis

Public policy analysis is the choice, with the aid of reason and evidence, of the best policy among a number of alternatives. It draws on a number of disciplines providing general concepts and principles that tie together analyses of policies in areas as diverse as health, poverty, land use, and foreign affairs.

A major in public policy analysis is offered by the University of North Carolina as one option within the B.A. program in Interdisciplinary Studies. The program in public policy analysis has the improvement of citizen competence as one of its aims. By including the same general topics as are required for specialists in public policy analysis, the student's capacity to judge public policies is increased. By a particular stress on principle, the program emphasizes the distinctive concern for the general good that is expected in public decisions. Secondly, the program aims to educate its students in general principles related to occupations in both public and private sectors of the economy. Many

federal, state, and municipal jobs are directly concerned with public policy. The growing concern of many private firms with their impact on the general welfare, whether through environmental effects, employment decisions, or their products, also introduces an element of public policy into private employment.

For a major in public policy analysis, a student is required to complete two introductory courses in economics and an introduction to policy analysis during the freshman and sophomore years. Subsequently, one course is required in each of the following basic areas (with subject options): ethics and policy analysis (philosophy), public policy and the market (economics), methods of research for policy choice and evaluation (sociology and economics), statistics for policy decisions (statistics, economics, political science, psychology, business administration), political and administrative feasibility of policies (political science, sociology), and advanced discussion of individual projects. A minimum of five courses in an area of specialization is also required; these areas are social policy (health, education, welfare, human inequality), population policy, international policy, urban and regional policy, or any other aspect of policy analysis corresponding to the basic courses. In addition to these courses, students must satisfy core and elective requirements for the Interdisciplinary Studies Major.

The policy analysis program first accepted students as majors in 1976. Since that time, and with the support of a grant from the Sloan Foundation, the program has been strengthened by faculty released time to develop a closer integration of its courses. At present there is no required internship for the program although such placements have been arranged informally. A more developed work-experience program is planned under Sloan funding. In addition, the policy analysis program anticipates becoming a separate, degree-granting major. It has been authorized to plan a curriculum which, if approved, will go into effect in August 1979. In any event, the major in public policy analysis, by means of its broad interdisciplinary foundation, is seen as an asset to students seeking further training for public service, as well as to those concerned with the relation of professional activities to the public interest.

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Oberlin College
Public Service Studies Program

The Public Service Studies Program is an interdisciplinary concentration which builds upon foundations in economics and government to enable students to engage in an in-depth analysis of important public policy issues. The program develops the ability to apply the methodologies and results of many spheres of academic life to complex problems through a combination of classroom and work experiences.

Begun in 1978 with support from the Sloan Foundation, PSSP requires at least 20 credit hours consisting of four core courses, a series of electives, an internship, and a senior year workshop in policy analysis. The core courses focus on the disciplines of economics and American government; students choose among such offerings as "Introduction to Policy Analysis," "Applied Microeconomics," "Policy-Making Processes," and "Policy Evaluation." Intermediate electives examine selected topics in greater depth. In 1978-79, students can take "Intergovernmental Relations," "Public Regulation of Business," "American Foreign Policy," "Environmental Economics," and "Racial and Cultural Minorities." Most of the core and elective courses are cross-listed in other departments, allowing students in economics, government, and other majors to meet their own program requirements with policy studies courses.

Senior year workshops are designed to explore, through practical applications to significant policy issues, the uses and limitations of analytical methodological skills. Each workshop focuses on a major policy issue that requires the integration of previous work, the acquisition of relevant scientific information and ethical perspectives, and the application of research methodologies to specific aspects of the policy problem. Workshop topics are announced a year in advance to allow students to take the necessary prerequisites by the end of their junior year. Dealing with such topics as school finance, nuclear power, and unemployment, workshops allow students to engage in research projects on current policy problems. Whenever possible, the results are presented to government agencies or other policy practitioners.

The program also seeks to inform the general public on important policy issues. In October 1978, a two-day conference brought policy analysts, legislators, and citizen activists together to discuss school finance. Educational funding, which has become a serious problem in Ohio, attracted over 70 individuals to the conference. Similar programs are planned for the future on other significant topics.

As with any new program, PSSP has faced several problems. One is the fact that many students have little understanding of policy studies, nor does the college have a definitive statement. In particular, students often do not realize that the emphasis in core courses is on analytic decision techniques such as cost-benefit analysis, decision models, and exchange theory, and consequently some of them are disappointed or frustrated. Faculty members are now becoming more explicit about the nature of the questions to be discussed and the methodologies used to pursue them.

The other problem is the administrative one faced by many grant-funded programs. Most of the courses are taught by more than one person, some of them additional members of the faculty. Such courses are more expensive to offer; their future is uncertain after the grant period expires. Also, since the program is not a formal major but a concentration, the emphasis has

been less on the entire sequence and more on the value of the courses for their own sakes.

Despite these problems, PSSP is reaching beyond the approximately 100 students enrolled in its classes to have a wider effect on the college. Faculty members in philosophy, government, and other departments are more aware of ethical and policy issues; they are reading and talking about such concerns with more frequency. Regular courses beyond the PSSP offerings are beginning to include policy considerations, demonstrating that the program will have permanent effects on the Oberlin campus.

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Michigan State University
Urban and Metropolitan Studies Major

Approximately 75 percent of the United States population lives in urban areas. In response to the social problems associated with rapid urbanization, the College of Urban Development at Michigan State was created in 1972 to train individuals to produce, synthesize, and apply a body of knowledge related to the identification and solution of urban and ethnic difficulties. The college cooperates with other academic units of the university in offering a multidisciplinary and problem-focused program to address essential human-social problems. The college offers an undergraduate degree in urban and metropolitan studies, with options in urban community development, urban education, urban health sciences, and urban policy analysis.

The department of urban and metropolitan studies provides the background needed to act in key policy areas that directly affect the quality of services for urban populations. Students gain insight into the problems encountered in urban areas and develop special skills that may be used to plan the use of health, educational, and community resources. Each student is required by the college to complete a three-course core sequence that provides an overview of the effects of urbanization, racism, and ethnicity on American city dwellers. The major in urban and metropolitan studies additionally requires a fifteen credit core which includes "Urban Research Methods," "Urban Community Self-Development," "Community Financial Resource Development," and "Behavioral Analysis of Urban Organizations."

The urban policy analysis option for majors preparing for positions in business, educational systems, industry, and government, builds upon the urban and metropolitan studies core to emphasize the effects of existing or proposed public policies on urban regions, the formulation of public policy, urban needs, and the history of response to those needs. The option requires one course, "Strategies for Change of Urban Systems," plus a minimum of sixteen credits in professional courses focusing on housing problems, urban geography, the economics of poverty, and urban policy analysis.

Internship opportunities are provided through a required three-part sequence. The first is a pre-field seminar in which students determine the professions for which they are qualified, explore various job-hunting techniques, and select job placements. The second part is the actual field placement, or internship, primarily in state and municipal agencies. Depending upon its duration, the internship itself earns 12 to 24 credits. A one-day exit seminar is held at the conclusion of the internship period to allow students to discuss their experiences with one another; such sharing reinforces the belief that many learning experiences are similar regardless of the type or location of the placement.

Finally, each student must also meet the requirements of a cognate, or concentration, outside of the major area. For those students not majoring in the college of urban development, the college offers a cognate to expand their awareness and understanding of urban policy issues; twenty-one credits in areas such as economics, urban policy, health services, and social change are necessary for an urban policy cognate.

Although highly structured, the urban and metropolitan studies major offers a variety of courses and work experiences for the student in public policy desiring a specialization in urban concerns.

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Dartmouth College
Policy Studies

The policy studies major at Dartmouth is designed to provide students with a set of concepts and skills that will help them understand complex policy issues. The intention is not to produce "policy specialists," but to give students with a wide variety of career interests an opportunity to develop and test an integrated, multidisciplinary approach to problem solving. The word "policy" in the program's title is interpreted broadly, refering to the general process of policy-making, whether the context is public or corporate, social or technological.

The major focuses upon the central dilemmas and

processes underlying policy formulation; that is, problem identification and analysis, the ethical and social aspects of policy choice, and policy implementation and evaluation. The principal mission of the major is to give students an appreciation for the role of each of these three components in the policy process. It also provides opportunities for students to participate in policy-oriented research projects, fieldwork courses, and leave-term internships, developed in cooperation with the Dartmouth Public Affairs Center, so they can test their knowledge against specific policy problems in a fieldwork setting.

The policy studies major requires six core courses: "Introduction to Policy Studies," "Methods of Sociological Inquiry," "Introduction to Modeling Complex Systems," "Ethical Issues in the Policy Process," "Institutional and Legal Aspects of the Policy Process," and "Policy Formation." This last course requires students to work together in groups to design measures appropriate for dealing with a current policy problem at a local, regional, or state level. The final examination includes a public presentation and defense of the recommendations drawn from fieldwork analysis.

In addition to the core program, four elective courses allow students to explore an aspect of policy studies of particular interest. All of the electives can be in an established discipline, such as economics, or in an interdisciplinary area of application, such as environmental or urban policy. Many courses use the expertise and research opportunities of the law, business, engineering, and medicine programs on campus.

The program has been very popular with students. In two years the number of majors has increased to 37; enrollments in the introductory course jumped from 38 in 1977 to 127 the following fall. What was envisioned as a small interdisciplinary program is growing rapidly to potentially unmanageable proportions. Therefore Dartmouth is considering a change in the program to require all policy studies majors to have a double major with another field. The proposal is based on several considerations, including the firmer grounding in a traditional discipline for students with interdisciplinary training in problem-solving. Such a plan would also encourage more substantial intellectual links with other departments, supplementing rather than competing with their offerings. Finally, the requirement would limit the program to students with a very serious interest in policy studies, keeping the numbers within reasonable limits.

Regardless of the specific administrative structure, policy studies will continue to be popular with students. Many see themselves as policymakers in the future, so the applicability to real-world problems is appealing. Others are attracted by the flexibility that the electives allow. For these reasons and more, policy studies has become a permanent part of the Dartmouth curriculum.

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Syracuse University

Policy Studies Major

The Maxwell School of Citizenship and Public Affairs at Syracuse offers a major in policy studies. Coursework for the major is planned around the student's acquisition and application of seven basic policy study skills: distinguishing basic philosophical issues in social science research, formulation and assessment of research designs, data collection, use of computers, data analysis, systematic public policy analysis, and oral and written communication.

For the major, eighteen credit hours are required from a basic core that includes an introduction to policy studies, a community research project, a senior seminar, and coursework in economics, geography, sociology, and political science. An additional fifteen credit hours are required within one topical area of specialization to enable the student to apply the basic skills to a specific policy area. Courses from related disciplines are grouped into five topical specializations: criminal justice, energy and environment, urban studies, women in society, and health studies. Students may specialize in only one area and are encouraged to select that area according to personal interests, with career or graduate education considerations playing a secondary role.

Each semester, a list of supplemental courses is strongly recommended for policy studies majors who wish to augment skills in this area. These courses cover a broad range of data collection and analysis skills, including such topics as survey analysis, qualitative research methods, and multivariate techniques in geography. Courses in debate, speech preparation, and oral presentation are also recommended.

As another means whereby students can develop or sharpen their technical policy analysis skills, Syracuse offers a series on one-credit independent study courses called Maxwell's Silver Hammer. These courses, which are taken in addition to the regular course load, include library research for policy analysis, data measurement and analysis using SPSS, surveys and interviews, and descriptive statistics for policy analysis. Silver Hammer courses are open to all students regardless of major; while policy studies students are encouraged to take these courses, the vast majority of enrollees (currently over 700) are non-policy analysis majors.

At Syracuse, the combination of a strong, skills-oriented major with the opportunity for individual skills development for non-majors has produced a greater appreciation for the importance of policy studies in all career fields.

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Williams College
Program in Political Economy

For over thirty years, Williams College has prepared students for public service with an interdisciplinary program in Political Economy. The program, combining coursework in political science and economics, gives those who enter public service, business, or law a grasp of the governmental and economic environment within which they will have to operate, while those who continue in academic work are given the opportunity to base their studies on the interdependence of political and economic forces.

Students who major in political economy are required to complete eleven courses, four each in economics and political science (to be completed by the end of the junior year), and three courses in political economy, in which the two approaches of the earlier courses are merged with a narrower focus on public policy. Political economy courses are team-taught and designated as senior courses. For example, in "Political Economy of Public Policy Issues," students analyze current public policy issues through extensive research, interview public and private officials, prepare a major report of findings and recommendations, and defend the report in a public forum.

With the assistance of a three-year grant from the Sloan Foundation, Williams has been able to enhance the course offerings of the political economy program and to strengthen the overall structures of the program. Specifically, the grant has allowed for faculty released time to develop two new courses in political economy to be offered as electives in the spring semester of 1979. The courses, "Public Policymaking in the U.S." and "Comparative Political-Economic Systems," are designed to broaden students' analytical skills and to better prepare students for policy studies projects in other courses.

Of the eleven courses required for the political economy major, nine are prescribed and two are elective. It has been proposed that the number of presribed courses be expanded to eleven in order to provide a firmer foundation for the senior courses; fears of a decline in the number of majors because of the increased course load, however, have been offset by confidence in a stronger major overall.

The Sloan grant has provided assistance for the program's voluntary public policy internships by funding them on the same level as Williams' long-standing competitive internship program in governmental service. In its first year of operation (1978), sixteen juniors received grant assistance for summer internships, with placements ranging from political action organizations and congressional offices to state and municipal agencies. The level of experience gained during the internships has become evident in the quality and diversity of senior-year classwork, and department personnel are optimistic about the continued success of this part of the program.

At present there are 70 juniors and seniors majoring in political economy. Approximately one-quarter of the graduates of the program go on to law school, while another quarter pursue graduate study in public policy, business, or international affairs. The majority of the remaining percentage find employment in related public policy areas.

Through the expansion of the political economy program at Williams, students in public policy can broaden their understanding of the topic by combining a strong base in policy theory with opportunities for its practical application.

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Massachusetts Institute of Technology
Public Policy Program

An understanding of the policy process, as well as technical knowledge of substantive policy areas, is required of persons who work in the public sector or seek to influence policy decisions. At MIT, the public policy program offered by the department of political science provides a framework for translating social and scientific knowledge into public decisions and for understanding the impacts of government policy. The program, which includes the options of a major or a concentration in public policy, is designed to provide its students with a broad-range capacity to search out and appraise evidence from a variety of sources, to think critically about policy issues and policy proposals, and to make sophisticated use of key theories, findings, and analyses which have been useful in policy formulation.

The public policy major requires two introductory courses, four elective courses on particular aspects of the policy-making process, one course on public policy from another discipline, an internship, and a senior thesis. In one of the required courses, "Knowledge and Analysis for Public Policy Decisions," students gain an understanding of the strategies, models, and processes of policy analysis, while "Politics and Public Policy" examines what government does with the power it has to affect the character of society. Key elective courses include such offerings as "Bureaucracy and Public Policy," "The Design of Regulatory Policy: Health and the Environment," and "Distribution of Income and Employment Opportunity." A three-course concentration in public policy is offered for non-majors to support the course work in their own fields. Students are free to choose the courses to be included in the concentration, although the public policy program suggests that they be in a specialized area such as transportation, energy, or health policy.

A significant part of the public policy program is the variety of internships for both majors and non-majors; during 1978, five different types of internship opportunities were available. In three of these internships, the work experiences were tied to specific courses. "State and Local Government Internships," a two-semester seminar, combines an individually tailored internship placement with readings, written assignments, and discussion sessions addressing the politics and operational structure of public organizations. Placements, involving 10 to 12 hours of work per week, are arranged by the program staff. Part of the written assignment for the seminar is a journal of thoughts and impressions on the proceeding of the internship; in this way, the student learns how to sort out his own observations and to use them to better understand the persons and events that are a part of the internship experience. "Media and Public Policy," a course which includes an internship option, examines topics from the perspective of the outsider/newsreporter/watchdog on the one hand, and from that of the insider/newsmaker/policy official on the other. As an internship, this course combines readings and class discussions with placement in a news organization, press office, or public affairs agency. "Political Campaigns '78" placed students in Congressional, state, and local campaigns. By combining class work with firsthand experience, students received an overview of Massachusetts electoral politics and an understanding of the different types and strategies of political campaigns.

During MIT's four-week Independent Activities Period in January, full-time unpaid internships are available in Washington. These internships are sponsored by the Americans for Democratic Action and enable students to work in Congressional offices, executive agencies, or advocacy organizations. In some cases, similar arrangements can be made for internships in the Boston area during this period. In the summer months, a limited number of students are selected for full-time paid internships in Boston and Washington. (In 1978, 17 interns were placed for the summer.) Arrangements are made and students are supervised by the public policy program staff. At the conclusion of the internship all students are required to submit a final paper about their experiences during the summer on topics decided in conjunction with placement and faculty supervisors.

Students at MIT regularly encounter public policy issues because much of the research and teaching at the Institute focuses on questions relevant to public decisions; the public policy program provides opportunities to study and engage in the policy-making process. Moreover, the variety of internship options represent a way for students to test possible careers which use technological training in more active settings than laboratories and research firms.

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Additional Programs

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Ford Institute—An interdisciplinary concentration is offered with emphasis on issues in public service. Seven course units and an internship are required.

Indiana University, Bloomington, IN 47401
Charles R. Wise, Director, Undergraduate Program
School of Public and Environmental Affairs—Students may choose between two interdisciplinary programs in public affairs: a certificate program requiring 27 credit hours, and a B.S. in Public Affairs program which stresses development of writing and quantitative skills as background for public management and current policy issues.

Lawrence University, Appleton, WI 54912
Richard Warch, Vice President for Academic Affairs
Interdisciplinary Program in Public Policy—Currently in its final development stages, the program will offer a concentration combining social and natural sciences faculty in an investigation of energy policy, environmental problems, health services delivery, and urban studies.

Miami University, Oxford, OH 45056
W. Robert Gump, Department of Political Science
Public Administration Major—Administered within the department of political science, the public policy analysis specialization is interdisciplinary, requiring an applied research course and sixteen additional credits.

University of Michigan, Ann Arbor, MI 48109
Jack L. Walben, Director
Institute of Public Policy Studies—An accelerated 5-year program offers students majoring in economics, sociology, political science or general studies the opportunity to earn a Masters in Public Policy.

Mississippi State University, Mississippi State, MS 39762
Howard Ball, Head, Department of Political Science
Concentration in Public Administration—Designed to permit students of any major to prepare for professional careers with public agencies, the concentration requires three basic courses and one elective in policy process and administration.

Swarthmore College, Swarthmore, PA 19081
Charles E. Gilbert, Coordinator
Concentration in Public Policy—A minimum of six courses in required areas (economics, political science, and mathematics) and an internship are required for the concentration.

Resources

Coplin, Wm. D., ed. *Teaching Policy Studies*. Lexington: Lexington Books, D.C. Heath and Co., 1978.
The symposium on which this volume is based provides a systematic discussion of the "what, where and how" of policy studies. The authors emphasize the need to view policy studies as a multidisciplinary field that combines applied and theoretical work. The book provides practical information for persons interested in designing policy studies programs.

Crecine, John P. "University Centers for the Study of Public Policy." *Policy Sciences*, 2, 1971.
This essay points out that the difficulty in establishing a program in public policy stems from the interdisciplinary nature of public policy. Crecine suggests that the design of a public policy program requires strong internal leadership, attention to the "blending" problems of an interdisciplinary program, and support from the central administration.

Dror, Yehezkel. "Prologomena to Policy Sciences," *Policy Sciences*, 1, 1970.
Dror outlines the critical need for a science of public policy deci-

sion-making that includes policy analysis, policy strategy, and policy-making system redesign. The establishment of policy science as a "supradiscipline" will bring about a radical improvement in human abilities to implement, develop, and analyze policy by attempting to reassert and achieve a central role for rationality and intellectualism in human affairs.

Dror, Yehezkel. *Ventures in Policy Sciences: Concepts and Applications.* New York: Elsevier, Inc., 1971.

Dror's intention is to overcome the double dangers facing policy sciences—namely, escaping from the hard test of reality into grand theory and preoccupation with immediate applications without guiding theory—by relating theory and practice, concept and application. This volume is the second in a three-part series including *Design For Policy Sciences* and *A Preview of Policy Sciences.*

Dye, Thomas R. *Policy Analysis.* University: University of Alabama Press, 1976.

This concise work reviews the entire range of policy analysis from its position as a social science, its various methods, and the impact it has on American domestic and international policy. Dye concentrates on the reasons why governments make certain choices and the difference that these choices make. In addition, the author argues that a systematic study of the causes and consequences of public policy will not only advance scientific understanding but will improve the quality of public policy.

James, Judson L., ed. "Symposium on Introductory Textbooks on Public Policy Analysis," *Policy Studies Journal,* vol. 5 no. 2, 1977.

The symposium reviews and evaluates seven introductory textbooks on public policy analysis, development, and implementation. The reviews by three selected members of the Policy Studies Organization examine the basic approach of each book, its strengths, weaknesses, and special features, and each reviewer's criteria for selecting a particular book for introductory public policy courses.

MacCrae, Duncan Jr. "The University and the Utility of Policy Analysis," *Policy Studies Journal,* vol. 4, no. 3, 1976.

MacCrae argues that the study of policy or "cyclical" analysis (i.e. before-the-decision analysis and after-the-decision evaluation) at the undergraduate level provides a sound preparation for good citizenship by acquainting the student with the skills necessary for making reasonable choices among various political and legislative alternatives.

MacCrae, Duncan Jr. "Policy Analysis as an Applied Social Science Discipline," *Administration and Society,* February, 1975.

MacCrae contends that the traditional boundaries between applied and basic sciences are not as wide as they may appear but may have a natural affinity within interdisciplinary study. They should be combined in the framework of an "applied discipline." A program of instruction and research in policy analysis would center neither on basic nor scientific disciplines nor on particular occupational outlets. The organizing principle of the applied discipline is the reasoned choice between better and worse policies.

Nagel, Stuart. *Policy Studies in the Social Sciences.* Lexington: Lexington Books, D.C. Heath and Co., 1975.

Nagel argues that meaningful research on the causes and effects of alternative government policies often requires appropriate knowledge from a variety of social science disciplines as well as other fields. The chapters cover the contributions of specific disciplines to the research and instruction of political scientists interested in governmental policy problems. The fields given attention include philosophy, natural science, psychology, sociology, anthropology, economics and law. This volume is second in a series that includes *Policy Studies in America and Elsewhere.*

Nagel, Stuart, and Marian Neef. *Operations Research Methods.* Sage University Papers, Beverly Hills: Sage Publications, 1976. Eric M. Ulsane, ed.

This brief exposition discusses the three most commonly employed research methods as they apply to social science in general and political science in particular. Linear programming, inventory modeling and decision theory may prove beneficial in more fully understanding the political, legal and social process. This publication is second in a series concentrating upon quantitative applications in the social sciences.

Policy Analysis. A Quarterly Journal of the Graduate School of Public Policy, University of California—Berkeley.

This journal organizes its exploration of policy analysis around the general headings of analysis and issues, clients and analysts, methods and practices, policy ideas and book reviews. Each issue includes features by a variety of authors that are valuable both as resources on particular policy issues as well as guides to innovative techniques in policy studies.

The Policy Analysis Source Book for Social Problems, Vols. 1&2. The National Planning Association, Washington, D.C., with assistance from Research Applied to National Needs in a report prepared for the National Science Foundation, 1976.

The *Policy Analysis Source Book* is a comprehensive reference work to many of the most useful studies that assess social policy alternatives for meeting national social goals. It covers such topics as income maintenance, housing and education with abstracts and an extensive, sharply focused, cross-referenced index.

Policy Studies Associates, P.O. Box 337, Croton-on-Hudson, New York 10520 (914) 271-6500.

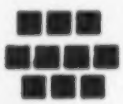
Policy Studies Associates, an operating program of the Council on International and Public Affairs, is a cooperative, non-profit undertaking concerned with improving the quality of education on public policy issues and strengthening learning resources for students. The PSA has published two series of learning packages in policy studies designed especially for undergraduate use—*Policy Science Series* emphasizes techniques in policy analysis and *Policy Issues Series* concentrates on specific public policy questions.

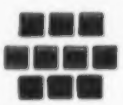
Policy Studies Journal, (The Journal of the Policy Studies Organization). Department of Political Science of the University of Illinois, Urbana, Illinois.

The Policy Studies Organization promotes the application of political science to important policy problems. *The Policy Studies Journal* explores current issues and ideas affecting policy decision-making, analysis, and implementation. Recent issues have included Civil Liberties Policy, Education Policy, Problems in Policy Theory, and Deductive Models in Policy Analysis. The journal also offers an up-to-date resource and bibliographic section.

Smith, David. "Policy Analysis for Undergraduates," *Policy Studies Journal,* vol. 5, no. 2, 1977.

The author argues that the study of policy analysis is most valuable for undergraduates who will not choose to practice it professionally. Policy analysis is unique in its uniting of scientific inquiries and applied social ethics. In principle, it can bring science, the humanities, and social sciences together more effectively and thus "increase the humanistic and technical perspectives needed for an independent intellectual stance."





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